

Key stage 1 -English Curriculum Overview 2019/20

| Autumn 1 | Year 1 | | | Year 2 | | | |
|------------------------------------|--|--------------------------|--|---|---|---|--------------------|
| Key texts | Wk1 – Wk2 Naughty Bus | Wk3 – Wk4 Mr Underbed | Wk5 – Wk7 The Dragon Who Couldn't Help Breathing Fire | Wk1 – Wk2 Eliot Midnight Superhero | Wk3 - Wk5 Moth: An Evolution Story | Wk6 – Wk7 Puffin Book of First Poems | |
| Concepts and skills taught: | <ul style="list-style-type: none"> Enjoy an increasing range of story texts Making connections with their own experiences Prediction and questioning Responding to illustrations | | | <ul style="list-style-type: none"> Enjoy an increasing range of poetry, stories and non-fiction texts Prediction and questioning Making connections with their own experiences Develop understanding through reading and responding to non-fiction texts Identifying effective features of non-fiction texts | | | |
| READING | | | | | | | |
| WRITING | <ul style="list-style-type: none"> Writing for meaning and purpose in a variety of narrative and non-narrative forms Writing in role Writing for an audience Focus on simple punctuation (capital letters/finger spaces/full stops) Character descriptions (introduction of adjectives) | | | <ul style="list-style-type: none"> Using language structures and vocabulary influenced by books Writing for meaning and purpose in a variety of narrative and non-narrative forms Writing for an audience Presenting information in a range of ways, such as poetry, illustration and oral presentation | | | |
| ORACY | <ul style="list-style-type: none"> Compose and rehearse sentences orally Collaborative narrative play Discuss the significance of the title and event Developing and sustaining ideas through discussion Prediction and questioning Sustained story making, role play and storytelling | | | <ul style="list-style-type: none"> Explore rhythm, rhyme and pattern in a range of poems Compose and perform own poetry Explore, interpret and respond to poetry | | | |
| Autumn 2 | Year 1 | | | | Year 2 | | |
| Key texts | Wk1 – Wk2 Out and About (Poetry) | Wk3 – Wk5 Tree | Wk5 – Wk7 Pattan's Pumpkin | Wk8 The Gruffalo | Wk1 – Wk4 A Necklace of Raindrops | Wk5 – Wk7 The Emperor's Egg | Wk8 The Snowman |
| Concepts and skills taught: | <ul style="list-style-type: none"> Explore important themes of community, perseverance and determination Prediction and questioning Expose children to rhythm and rhyme Explore, interpret and respond to poetry Making connections with their own experiences | | | | <ul style="list-style-type: none"> To consider what motivates the actions and choices of individuals in different situations Respond to images Draw inferences about characters' feelings, thoughts, emotions and actions To become familiar with the features of information texts Conduct research in order to construct an information text | | |
| READING | | | | | | | |
| WRITING | <ul style="list-style-type: none"> Retelling events through story mapping Compose and perform own poetry, to perform in response to poetry Writing for meaning and purpose in a variety of narrative and non-narrative forms Write in role from more than one perspective Spell some words correctly and make phonetically plausible attempts at others | | | | <ul style="list-style-type: none"> Use expanded noun phrases to describe Write present and past tenses correctly Re-read writing to check it makes sense; evaluate writing with the teacher and peers Draft and write arguments based on themes explored in a text Use art as a stimulus for writing Write from the perspective of a character in a story | | |
| ORACY | <ul style="list-style-type: none"> Use talk to connect ideas, explain what is happening and anticipate what might happen next Respond to and play with language in poetry Explore rhythm, rhyme and pattern in a range of poems Compose and perform own poetry, to perform in response to poetry Engage in oral storytelling and bookmaking Participate in discussions, performances, role play, improvisations and debate Use spoken language to develop understanding through imagining and exploring ideas Prediction and questioning | | | | <ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas in role play drama Explore and develop ideas through discussion Listen to, discuss and express views about stories and non-fiction texts Articulate and justify answers, arguments and opinions Discuss and evaluate how authors use language to impact the reader | | |

Key stage 1 -English Curriculum Overview 2019/20

| Spring 1 | Year 1 | | | Year 2 | | |
|------------------------------------|--|--|-------------------------------|---|---|--|
| Key Texts | Wk1 -Wk2 The Storm Whale | Wk3-Wk4 One Day on Our Blue Planet: In the Savannah | Wk5-Wk6 The Leopard's Drum | Wk1- Wk2 Lonely Beast | Wk3-Wk4 Ming Lo moves the Mountain | Wk5 –Wk6 Healthy Living Week (Variety of Information Books) |
| Concepts and skills taught: | <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read Know where information can be found in non-fiction texts Know that information can be retrieved from a variety of sources Identify some of the features of non-fiction texts | | | <ul style="list-style-type: none"> Make inferences about actions and dialogue Begin to develop a viewpoint Explore the key features of a non-fiction text | | |
| READING | | | | | | |
| WRITING | <ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary Expand noun phrases to describe and specify Use simple conjunctions to link subordinate and co-ordinating clauses Use past and present tense correctly and consistently Write for meaning and purpose in a variety of non-narrative forms Use the appropriate features Write for different purposes | | | <ul style="list-style-type: none"> Write a newspaper article in role as a fictional character Write for different purposes Use compound sentences with simple conjunctions Write a short story following a known narrative Draft and write by noting ideas, key phrases and vocabulary Use simple conjunctions to link subordinate and co-ordinating clauses Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events Write in role in order to explore characters and events Compose and perform own poetry | | |
| ORACY | <ul style="list-style-type: none"> Use talk to give explanations and opinions Use vocabulary influenced by books Sustain relevant listening, responding to what they have heard with relevant comments and questions Develop experience of storytelling and retell stories orally Use language to imagine and recreate roles and experiences Use past, present and future forms accurately when talking about events Compose and perform own poetry | | | <ul style="list-style-type: none"> Discuss themes and issues, making connections with their own lives Consider and evaluate viewpoints, attending to and building on the contributions of others Participate in discussions, performances, role play, improvisations and debate about what has been read Compose and perform own poetry | | |
| Spring 2 | Year 1 | | | Year 2 | | |
| Key texts | Wk1 – Wk3 Bog Baby | Wk4 - Wk5 Tin Forest | Wk6 Out and About (Poetry) | Wk1 – Wk4 Major Glad Major Dizzy | Wk5 – Wk6 History Week (Victorians) Variety of Information Books | |
| Concepts and skills taught: | <ul style="list-style-type: none"> To explore, interpret and respond to poetry To explore rhythm, rhyme and pattern in a range of poems To respond to and play with language in poetry Compare features of different recounts | | | <ul style="list-style-type: none"> Link what they hear or read to own experiences Sequence events to write a short narrative based on a known model Explore characters and draw inferences to aid our understanding of them Develop a viewpoint Identify the features of an information text Know that information can be retrieved from a variety of sources | | |
| READING | | | | | | |
| WRITING | <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing Write for meaning and purpose in a variety of narrative and non-narrative forms Use the present and past tenses correctly and consistently including the progressive form Use expanded noun phrases to describe Develop their own narratives and explanations by connecting ideas or events Compose and perform own poetry | | | <ul style="list-style-type: none"> Write for meaning and purpose in a variety of narrative and non-narrative forms Develop positive attitudes and stamina for writing Use the present and past tenses correctly and consistently including the progressive form Present information in a range of ways, such as poetry, illustration and oral presentation | | |
| ORACY | <ul style="list-style-type: none"> Read writing aloud with appropriate intonation to make the meaning clear Prepare and learn poems for performance Ask relevant questions to extend knowledge and understanding Explore, develop and sustain ideas through talk Compose and perform own poetry | | | <ul style="list-style-type: none"> Ask relevant questions to extend knowledge and understanding Explore characters and draw inferences to aid our understanding of them Participate in discussions, performances, role play, improvisations and debate about what has been read Ask relevant questions Broaden understanding and use of appropriate vocabulary Oral presentation | | |

Key stage 1 -English Curriculum Overview 2019/20

| Summer 1 | Year 1 | | Year 2 | | | |
|------------------------------------|--|--|--|--|--|---|
| Key texts | Wk1 – Wk3 Beegu | Wk4 -Wk5 The Robot and the Bluebird | Wk1-Wk2 Man on the Moon | Wk3 – Wk5 Olga de Polga | | |
| Concepts and skills taught: | <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read and justify their reasoning Draw inferences on the basis of what is being said and done Engage with illustrations to explore and recognise the added layers of meaning they to our interpretation of a text To link what they hear read to their own experiences Reread and evaluate writing to check it makes sense and make simple revisions | | <ul style="list-style-type: none"> Explore characters and draw inferences to aid our understanding of them Link what they read to stories with similar themes Engage confidently with a chapter book and have the opportunity to respond to its characters, plot and themes in a range of ways Identify with and develop connections with key characters in order to deepen reader response Experience the pleasure that can be derived from engaging with a quality text Link what they hear or read to own experiences | | | |
| READING | | | | | | |
| WRITING | <ul style="list-style-type: none"> Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events Apply tenses correctly (past, present, future) Write in role in order to explore and develop empathy for characters Sequence sentences to form short narratives Expand noun phrases to describe and specify Use new and familiar punctuation correctly Use sentences in different forms Reread and evaluate writing to check it makes sense and make simple revisions | | <ul style="list-style-type: none"> Use sentences in different forms Write for different purposes including about fictional personal experiences, poetry, nonfiction and real events Sequence events to write a short narrative based on a known model Write for different purpose about fictional personal experiences | | | |
| ORACY | <ul style="list-style-type: none"> Develop and sustain ideas through discussion Participate in discussions, performances, role-play, improvisations and debate about what has been read Use spoken language to develop understanding through imagining and exploring ideas Recognising and joining in with predictable phrases | | <ul style="list-style-type: none"> Consider and evaluate viewpoints, attending to and building on the contributions of others Use spoken language to develop understanding through imagining and exploring ideas Discuss favourite words and phrases Ask relevant questions Broaden understanding and use of appropriate vocabulary | | | |
| Summer 2 | Year 1 | | | Year 2 | | |
| | Wk1 - Wk3 The Fox and the Star | Wk4 - Wk5 Zeraffa Giraffa | Wk5 – Wk8 Rapunzel | Wk1 – Wk3 Poems to Perform | Wk4 Diversity Week (Whole School Text) | Wk5 - Wk8 George's Marvellous Medicine |
| Concepts and skills taught: | <ul style="list-style-type: none"> Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate Explore how language is used effectively to paint a picture for the reader and deepen their understanding Explore important themes of friendship, loss, courage and perseverance To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story Explore important themes of courage, perseverance and compassion Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience Identify with and develop connections with key characters | | | <ul style="list-style-type: none"> Discuss layout of the text Predict and justify what will happen next To explore, interpret and respond to a short chapter book To make choices in selecting poems for anthologies Explore rhythm, rhyme and pattern in a range of poems Recognise simple recurring literary language in poetry | | |
| READING | | | | | | |
| WRITING | <ul style="list-style-type: none"> Write in role from more than one perspective Draft and write by noting ideas, key phrases and vocabulary Use simple conjunctions to link subordinate and co-ordinating clauses Non-chronological Report writing Writing in role Write in role in order to explore and develop empathy for characters | | | <ul style="list-style-type: none"> Compose and perform own poetry Compose and perform own poetry Use simple conjunctions to link subordinate and co-ordinating clauses Develop positive attitudes and stamina for writing by writing poetry Broaden understanding and use of appropriate vocabulary Write for a range of purposes in response to fictional personal experiences, including poetry and non-fiction Sequence events to write a short narrative based on a known model | | |

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| ORACY | <ul style="list-style-type: none">• Comment on events and link to own experiences• Consider and evaluate viewpoints, attending to and building on the contributions of others• Talk confidently about picture books and responses individual to them• Explore important themes of friendship, loss, courage and perseverance• Explore important themes of courage, perseverance and compassion | <ul style="list-style-type: none">• Discuss writer's purpose and viewpoint• Explain and discuss understanding of poems• Compose and perform own poetry• Consider and evaluate viewpoints, attending to and building on the contributions of others• Use spoken language to develop understanding through imagining and exploring ideas• Ask relevant questions to extend knowledge and understanding• Compose and perform own poetry• Listen to, discuss and express views about books at a level beyond that which they can read independently |
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